

Power Standards and Benchmarks

Grade 5

Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.

Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.

Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads grade level materials accurately	<ul style="list-style-type: none"> • Accuracy • Independent • Instructional • Frustration • Self-correction • Sight words • High frequency words • Automaticity • Monitoring • Prior knowledge 	<ul style="list-style-type: none"> • Able to read with at least 95 % accuracy • Reading rate at the 50th percentile or higher on Hasbrouck Fluency Table • Uses self-monitoring and self-correcting strategies 	<ul style="list-style-type: none"> • <i>Fluency</i> by Jerry Johns • Guided Reading books • Reading Curriculum Guides • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Assessment: Running Records • Assessment: Fluency (Accuracy)
b. Reads with fluency	<ul style="list-style-type: none"> • Fluency • Prosody (expression, 	<ul style="list-style-type: none"> • Reads independently a wide variety of text and printed materials with expression 	<ul style="list-style-type: none"> • Timers • Structured Repeated Reading (SRR) charts

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	phrasing, intonation) <ul style="list-style-type: none"> • Punctuation • Rate • Words per minute (wpm) 	<ul style="list-style-type: none"> • Uses 4-5 word phrasing • Recognizes that different print conventions (italics, bold print, labels, captions) are read differently • Uses the cues of punctuation to convey meaning • Recognizes that fiction and nonfiction are read differently • Regulates rate according to text 	<ul style="list-style-type: none"> • Readers Theater • Choral Reading • Paired Reading • Tape recorders • <i>Fluency</i> by Jerry Johns • Guided Reading books • Fluency Rubric • Assessment: Fluency (Rate)
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Power Benchmark 2: Uses a variety of comprehension processes

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the elements of reciprocal teaching (clarifying, questioning, summarizing and predicting)	<ul style="list-style-type: none"> • Predict • Clarify • Question • Summarize 	<ul style="list-style-type: none"> • Makes and supports reasonable predictions • Uses a variety of strategies to clarify meaning • Constructs questions with <i>Right There; Think and Search; Author and Me; and On My Own</i> answers (QAR) • Summarizes text 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Think-Alouds • Graphic Organizers • QAR • GIST • Assessments: LAPBA Weekly/Unit Assessments • Assessment: Running Records (Comprehension) • Assessment: ITBS • Assessment: Benchmark

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<p>b. Retells stories or parts of books through oral or written tasks</p>	<ul style="list-style-type: none"> • Character • Setting • Events • Sequence • Details • Problem • Solution • Retell • Cause and effect • Descriptive • Compare and contrast • Timeline • Evidence • Inference • Conclusion 	<ul style="list-style-type: none"> • Notes details; identifies main idea; sequences; identifies characters, setting, events, problems, and solutions; makes inferences and draws conclusions • Retells stories • Completes a story map • Uses text structure to understand nonfiction 	<ul style="list-style-type: none"> • Story Maps • Graphic Organizers • Guided Reading books • Reading Curriculum Guide • Think-Alouds • Read-Alouds • Assessment: LAPBA Weekly/Unit Assessments • Assessment: Running Records (Comprehension) • Assessment: ITBS • Assessment: Benchmark
<p>c. Responds to text in a variety of ways (oral, written, artistic, movement) to show comprehension</p>	<ul style="list-style-type: none"> • Understanding • Characters • Story elements • Extend • Cause and effect • Events • Motives • Visualize • Compare and contrast • Paraphrase • Main Idea 	<ul style="list-style-type: none"> • Uses a written response to show comprehension • Answers and supports questions about the text • Presents or synthesizes new information gained from the text • Uses prior knowledge and context clues to make inferences about ideas, meanings, character's motives, feelings, traits, or predictions • Compares and contrasts characters, events, settings, and/or facts • Identifies a cause and effect of an event • Draws and supports conclusions 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Read-Alouds • Think-Alouds • Graphic Organizers • Assessment: LAPBA Weekly/Unit Assessments • Assessment: Running Records (Comprehension) • Assessment: ITBS

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	<ul style="list-style-type: none"> • Topic Sentence • Synthesize • Text to self • Text to text • Text to world 	<ul style="list-style-type: none"> • Creates visualizations from the text • Determines the main idea and topic sentence from the text • Makes connections between one text and another, between text and self, and between text and the world 	<ul style="list-style-type: none"> • Assessment: Benchmark
d. Identifies the author's purpose	<ul style="list-style-type: none"> • Meaning • Connection • Purpose • Fiction • Non-fiction • Theme • Implicit • Explicit • Text structure 	<ul style="list-style-type: none"> • Determines the author's purpose for writing • Differentiates fact from opinion • Identifies bias 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guides • Read-Alouds • Talk-Alouds • Think-Alouds • Assessment: LAPBA Weekly/Unit Assessments • Assessment: ITBS • Assessment: Benchmark
e. Analyzes the style or structure of a text	<ul style="list-style-type: none"> • Paraphrase • Table of Contents • Index • Skim/scan • Text structure • Genre • Chart • Graph • Diagram • Timeline • Caption 	<ul style="list-style-type: none"> • Uses text structure to skim, scan, and paraphrase text • Uses structure and style to interpret information in new contexts • Uses table of contents and index • Compares and contrasts various texts, authors, and genres • Uses diagrams, charts, graphs, captions and timelines to aid comprehension • Uses text features to interpret or summarize the text • Identifies the various forms and features 	<ul style="list-style-type: none"> • Guided and Shared Reading books • Reading Curriculum Guide • Read-Alouds • Talk-Alouds • Think-Alouds • Assessment: LAPBA Weekly/Unit Assessments • Assessment: ITBS • Assessment:

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	<ul style="list-style-type: none"> • Boldface print • Italicized print • Heading • Subheading 	of genres	Benchmark
f. Interprets nonliteral language	<ul style="list-style-type: none"> • Similes • Metaphors • Personification • Idioms • Sensory words • Onomatopoeia 	<ul style="list-style-type: none"> • Recognizes types of figurative language • Interprets descriptive words from poems • Uses language of poems to make inferences about feelings, characters, and events 	<ul style="list-style-type: none"> • Guided and Shared Reading books • Reading Curriculum Guides • Read-Alouds • Talk-Alouds • Think-Alouds • Assessment: LAPBA Weekly/Unit Assessments • Assessment: ITBS • Assessment: Benchmark

Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of text.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
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<p>a. Uses a variety of strategies to gain meaning of unfamiliar words in text.</p>	<ul style="list-style-type: none"> • Prefix • Suffix • Root/base • Homonym • Antonym • Synonym • Analogy • Thesaurus • Dictionary • Glossary • Definition • Multiple meanings 	<ul style="list-style-type: none"> • Uses structural analysis and syntax to determine word meaning • Uses context clues to determine meaning • Uses a thesaurus appropriately • Uses a dictionary appropriately • Uses a glossary appropriately • Identifies the appropriate meaning when a dictionary, glossary, or thesaurus has more than one meaning 	<ul style="list-style-type: none"> • Guided Reading books • Dictionary • Glossary • Thesaurus • Assessment: LAPBA Weekly/Unit Assessments • Assessment: ITBS • Assessment: Benchmark
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Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.

Power Benchmark 1: Uses the writing process.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Uses the 5 step writing process (pre-write, draft, revise, edit, publish).</p>	<ul style="list-style-type: none"> • Pre-write • Draft • Revision • Edit • Publish • Graphic organizer • Main idea 	<ul style="list-style-type: none"> • Prewriting – Uses graphic organizers to develop ideas • Draft – Establishes a topic sentence in the introduction; includes paragraphs with supporting details; summarizes in a concluding paragraph • Revise – Revises to improve and edit for expressive, clear and fluent writing; 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Writing Workshop • Writing Rubrics • Computers • Writing folders • Graphic Organizers

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	<ul style="list-style-type: none"> • Topic • Supporting details • Transitions • Purpose • Brainstorming • Writing rubric 	<p style="text-align: center;">sentences varying in length and style; has meaningful organization and content</p> <ul style="list-style-type: none"> • Edit – Makes corrections using standard English conventions • Publish – Uses legible writing or a word processor to publish 	<ul style="list-style-type: none"> • Dictionary • Word Bank • Assessment: LAPBA (Writing) • Assessment: Benchmark
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Power Benchmark 2: Varies writing according to purpose

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses a variety of forms to write for different purposes	<ul style="list-style-type: none"> • Narrative • Expository • Informational • Poetry • Descriptive • Persuasive • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation 	<ul style="list-style-type: none"> • Identifies elements of various types of writing • Writes a persuasive essay • Uses descriptive writing • Creates a variety of forms of poetry • Uses the Pathways model to create an informational report using at least three sources 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge</i> Research Model • Media Specialist • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Writing Workshop • Writing Rubrics • Poetry books • Library books and materials • Internet websites • Assessment: LAPBA

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	<ul style="list-style-type: none"> • Audience • Purpose 		(Writing) Assessment: Benchmark
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Power Benchmark 3: Applies language conventions in writing.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses sentence and grammatical structure in written work	<ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Conjunctions • Indent • Paragraph 	<ul style="list-style-type: none"> • Uses nouns, verbs, adjectives, adverbs, conjunctions, and pronouns correctly • Uses correct paragraph indentation 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Benchmark
b. Spells grade appropriate words correctly	<ul style="list-style-type: none"> • Fluency Words • Base word • Prefix • Suffix • Syllable 	<ul style="list-style-type: none"> • Spells unfamiliar words using phonetic strategies • Uses structural analysis (word parts, prefixes, suffixes, base words) to write words • Spells grades one, two and three fluency words correctly • Uses spelling patterns to spell unknown words 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Benchmark
c. Uses capitalization and punctuation	<ul style="list-style-type: none"> • Possessive • Quotation marks • Apostrophe • Colon • Hyphen 	<ul style="list-style-type: none"> • Uses correct capitalization • Uses correct punctuation marks: commas, quotations in writing dialogue, apostrophes in contractions and possessives, colons when writing lists, and hyphens to syllabicate words in writing 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubric • Assessment: LAPBA (Writing) • Assessment: Benchmark

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Communication Power Standard: Students will be able to use speaking, writing and listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations

Power Benchmark 1: Communicates effectively using speaking, listening and technology

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses speaking skills to communicate effectively	<ul style="list-style-type: none"> • Enunciation • Expression • Organization • Eye contact • Volume • Relevant 	<ul style="list-style-type: none"> • Maintains eye contact with audience • Uses appropriate volume, expression, and enunciation • Gives an oral presentation using visual aides • Stays on topic giving an organized and sequential oral presentation • Student responses and questions are directly related to the speakers' topic 	<ul style="list-style-type: none"> • Speaking Rubric • Tape recorders • Video camera • Speech Pathologist • Assessment: LAPBA
b. Use listening skills to communicate effectively	<ul style="list-style-type: none"> • Listening • Considerate • Paraphrase 	<ul style="list-style-type: none"> • Sits quietly, maintains eye contact with speakers and shows consideration of others contributions to discussion • Follows oral directions as given • Asks thoughtful questions or gives responses directly related to the topic • Paraphrases information 	<ul style="list-style-type: none"> • Listening Rubric • School Counselor • Assemblies • Community Circle • Assessment: LAPBA
c. Uses technology to communicate effectively	<ul style="list-style-type: none"> • Search engine • Keyboarding • Word processing • Copyright 	<ul style="list-style-type: none"> • Applies keyboarding and word processing skills to create a document • Makes responsible choices regarding the use of technology and information. 	<ul style="list-style-type: none"> • Computers • Internet • Media Specialist • Online encyclopedia

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	<ul style="list-style-type: none">• Cite sources• Internet• Plagiarism	<ul style="list-style-type: none">• Uses a search engine to find information from the Internet.	<ul style="list-style-type: none">• <i>Pathways to Knowledge</i> Research Model• Keyboarding program
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